

Features of Professional and Applied Physical Training of Students

Utegenov Jalgasbay Jaksimbaevich ¹, Awezov Islambek Jengisovich ²

^{1,2} Karakalpak state university

Abstract:

The article reveals the content and features of professional and practical training of students of pedagogical specialties in accordance with the requirements of the State Educational Standard of the third generation in practical physical education classes, taking into account the direction and specialty of study at Karakalpak State University.

Keywords: pedagogical education, physical education, professionally applied physical training, physical exercises, healthy lifestyle, harmonious generation.

Large-scale targeted measures are being implemented in our country to create the necessary conditions and opportunities for the upbringing of a healthy and harmoniously developed generation, the realization by young people of their creative and intellectual potential, the upbringing of boys and girls of our country by comprehensively developed personalities fully meeting the requirements of the XXI century. The pedagogical skills of a future physical education teacher are based on a deep knowledge of the theory of physical education, a correct understanding of politics and the ability to follow it in practice. A future physical education teacher should know and love his job well, be physically fit, healthy, and possess high athletic and technical skills. The broader the teacher's qualifications and special knowledge in the field of physical education, the more opportunities there are to solve educational tasks [1].

Professional and practical physical training is a practice-oriented type of physical education that takes into account both general and special diverse requirements. Differences between students in physical training determine the need for professional and practical physical training. Professional and practical physical training is understood as a system of physical education that ensures the formation and improvement of personal qualities and qualities that are important for a certain professional activity. All this is necessarily taken into account when choosing means of physical culture and sports for professional and practical physical training of students. However, the physical

capabilities of a person, his physiological limits of labor intensity are very flexible and can be changed under the influence of targeted use of physical culture and sports [2,3].

The positive effect of methodically correctly organized physical education and sports activities in the mode of rest and work on ensuring high intensity and productivity of labor has been proved. Such activities increase the level of functionality, physical and emotional stability, reduce morbidity, accelerate the process of getting to work, and the ability to maintain optimal pace, speed and efficiency of working movements for a long time [4,5].

The above indicates that in order to ensure the physical readiness of future specialists for optimal intensive work, create conditions for successful vocational education and advanced training, maintain and restore working capacity during work and after a busy day, their professional and practical physical training during their studies at a higher educational institution is considered very important and necessary. The influence of such factors, which affect representatives of different professional groups in different ways, is complicated by the fact that currently a person's natural physiological flexibility does not keep pace with the accelerating pace of life and changing conditions. As a result, people experience high neuropsychological fatigue, fatigue, decreased performance, and the likelihood of various diseases increases. With the help of general social measures aimed at improving working conditions and the lives of workers in modern society, negative situations that arise can be eliminated in a specially organized way [6]. At the same time, special attention is paid to active preventive measures to overcome the negative consequences associated with technological progress.

In turn, the development of modern production and the evolution of social work underlie a group of other factors that significantly affect the general direction of professionally applied physical training. Such factors include a change in the role and functional significance of a person in the modern production process. Human management of complex and intensive technological processes without special physical training is becoming increasingly difficult. Therefore, the economic productivity of the current "science-technology-man" system largely depends not only on the qualifications of a person, but also on his physical condition and working capacity.

Another factor affecting the general direction of professionally applied physical training of students is compliance with the law of change and division of labor, ignoring which can lead to an incorrect assessment of some phenomena of modern production and, as a result, to the restriction of special training of students. As a result, the necessary psychological, physical and motor capabilities are not provided for a quick transition or mastery of one type of professional activity by another. Currently, according to researchers, professional and practical physical training of students for highly productive work in various sectors of the national economy is carried out in higher educational institutions in the following main areas:

- acquisition of practical skills and qualifications in selected sports;
- priority education of individual physical and special qualities that are essential for high productivity in a particular profession;
- acquisition of practical knowledge (knowledge and skills of using physical culture and sports in the mode of work and recreation, taking into account changing working conditions, everyday life and age characteristics).

It is necessary to create multifactorial statistical methods of professionally applied physical training of future specialists. At the same time, it is necessary to determine the most significant factors affecting the professional activity of a future specialist, as well as the degree of interrelation and the form of dependence of various parameters included in the model. The success of education largely depends on how the activities of the students take place (training sessions, classes, competitions, etc.). The peculiarity of physical education allows you to establish conditions in the team that bring

life-affirming optimism, cheerful and elated mood, inexhaustible energy. A cheerful sense of peace not only strengthens strength, energy, and confidence in the overall success of the work, but also strengthens the confidence of each member of the team in their abilities.

The physical education teacher simultaneously with the formation of motor experience and the development of physical abilities of students educates their ideological goals, helps them choose their path in life and fulfill their duty to the Motherland. Pedagogical skills, as well as the process of education, are multifaceted.

During the lesson, it is very important to establish good relationships with students. Pedagogical experience shows that truly good relationships arise on the basis of high demands on students and deep respect for their personality. Demand and respect are two inseparable sides of the educational process. Along with being demanding, students should be treated with care and kindness, caring and sincere. Good-naturedness, the ability to speak in a soft voice, and establish proper relationships with students determine the so-called pedagogical etiquette. The student must be well prepared for independent actions in competitions. Of course, the teacher's role in this is invaluable.

In general, the teacher is based on high demands on student-athletes and the fight against shortcomings in their behavior and behavior, regardless of the place and role of their students in the sports team.

Conclusion. It is important to note that the professional orientation of physical education of future teachers should not be understood literally or planned alone. This is a comprehensive section of the program that has several separate independent directions, requiring a thoughtful and creative approach to the choice of forms, means and methods of its practical implementation. We consider professionally applied physical training of a teacher as a specially organized, purposeful process that is built in accordance with the content of the upcoming professional activity, including the search, selection and selective use of physical culture and sports to optimize and increase the productivity of professional activity. This also includes the organization and conduct of physical education and wellness work, and joint activities with work colleagues or parents.

It was found that improving the effectiveness of the implementation of the section Improving applied physical training, which is the purpose of our research, the use of specially selected methodological support for the process of professionally applied physical training should be based on the following components, which are the basis of our innovative activities:

- the use of personally significant means of physical culture, allowing to increase the level of physical and functional development;
- teaching basic methods of implementing the educational process in the aspect of the health of the safe organization of school-based and extracurricular education (outdoor games at recess, before and after lessons, physical education breaks, physical education minutes, weekend hikes, hiking tours, etc.);
- the formation of practical skills for the implementation of the content of physical culture and recreation work on school grounds and in recreation camps during the holidays, which allows you to significantly increase the level of professional competence.

An important factor determining the success of the implementation of the content of improving physical fitness is the formation of a value attitude to physical culture through the use of diverse and diverse methodological techniques, such as:

- giving physical culture and sports activities personal significance;
- motivational support (creating a situation of success, demonstrating individual achievements);
- development and encouragement of initiative and professional independence, non-standard,

emotionality and diversity during classes;

- formation of a sufficiently high level of creativity and professionalism of the future teacher by means of physical education.

The credit requirements of the discipline "Elective disciplines in physical culture and sports" must necessarily include the requirements for the section improving applied physical training, reflecting the specifics of future professional activity.

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